Research Article

THE EFFECT OF USING SECIL MEDIA TO IMPROVE SPEAKING SKILLS OF GRADE V STUDENTS AT MIN 2 TANAH DATAR

Khairil Azhar[1], and Amelia[2]
[1] Mahmud Yunus State Islamic University Batusangkar, Batusangkar, Indonesia
[2] Mahmud Yunus State Islamic University Batusangkar, Batusangkar, Indonesia

Corresponding Author:

Khairil Azhar,
Department of Arabic Language Education, Faculty of Tarbiyah and Teacher Training, Mahmud Yunus State Islamic University, Batusangkar.
Email: azharkhairil76@gmail.com

Article Info

Abstract

This study investigates the effect of using SECIL (Serial Cerita Islami Interaktif) media on improving the Arabic speaking skill (maharah kalam) of fifth-grade students at MIN 2 Tanah Datar. Arabic speaking competence is an essential language skill that supports students' ability to communicate fluently, express ideas, and engage in meaningful interaction. However, many students still face challenges in mastering speaking skills due to conventional teaching methods and the lack of engaging media. To address this issue, the SECIL application, an Android-based Islamic storytelling medium, was implemented as an innovative tool to encourage active participation and provide contextual learning experiences. The research employed a quasi-experimental design involving two groups: an experimental group that used SECIL and a control group that learned through traditional methods. Data were collected through pre-tests, post-tests, observations, and interviews, and analyzed using statistical tests including normality, homogeneity, and independent sample t-tests. The findings revealed a significant difference in speaking performance between the experimental and control groups, with the experimental group achieving a higher average score. The results indicate that SECIL is effective in enhancing students' Arabic speaking skills by increasing motivation, fluency, pronunciation accuracy, and confidence in communication. This study highlights the potential of digital interactive media as a valuable alternative for language learning at the madrasah ibtidaiyah level, especially in improving maharah kalam.

Keywords: Arabic Learning, Maharah Qira'ah, Quizalize

INTRODUCTION

Language is a fundamental tool for communication, and the Arabic language holds a unique position not only as a means of daily communication in many parts of the world but also as the language of the Qur'an and Islamic scholarship. In educational contexts, especially in madrasah ibtidaiyah, Arabic is taught with the aim of equipping students with the four basic skills: listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). Among these, speaking or *maharah kalam* is arguably the most crucial because it reflects a learner's ability to actively use the language in real-life communication. Unlike receptive skills, speaking demands both linguistic knowledge and communicative competence, including fluency, pronunciation, vocabulary usage, grammar accuracy, and the ability to respond appropriately in interactive situations. In many elementary schools, however, speaking remains the weakest skill among learners due to limitations in teaching methods and learning media.

The problem faced by students in MIN 2 Tanah Datar illustrates a broader challenge in Arabic education at the elementary level: many students still struggle to express ideas fluently, construct sentences correctly, and communicate confidently in Arabic. Classroom observations show that traditional methods such as rote memorization of dialogues, monotonous drilling, and teacher-centered explanations often lead to passive learning environments. Students frequently lose interest, lack motivation, and fear making mistakes, which significantly hinders their oral performance. Moreover, the absence of interactive media reduces opportunities for authentic communication practice, thereby limiting the development of *maharah kalam*.

Previous studies have highlighted the importance of innovative, technology-based media in language learning. For instance, Fitriyah (2022) explored the use of Instagram as a learning platform and found significant improvement in students' Arabic speaking motivation and performance. Similarly, Wahyuni (2023) demonstrated that vlogs can foster confidence and fluency among university students learning Arabic. Mooduto and Kau (2021) employed Arabic story texts in secondary schools, proving their effectiveness in enhancing students' speaking skills. Collectively, these studies emphasize that engaging media can successfully improve speaking competence by creating more authentic and enjoyable learning experiences. However, most of these works have been conducted at the secondary or higher education levels, with relatively little attention to younger learners at the madrasah ibtidaiyah stage. This represents a critical research gap that needs to be addressed.

In response to this gap, this study introduces SECIL (Serial Cerita Islami Interaktif), an Android-based educational application designed for children. SECIL integrates Islamic-themed animated stories with text, narration, and interactive elements that encourage students to listen, imitate, retell, and describe stories in Arabic. Unlike conventional media, SECIL combines audio-visual input with contextual learning, making it highly relevant to young learners' needs. The application not only exposes students to meaningful language input but also stimulates their active participation in speaking activities, such as retelling stories, role-playing dialogues, and answering questions based on narrative content. Such tasks are expected to enhance students' fluency, pronunciation, vocabulary usage, and overall communicative competence.

The significance of this study lies in its attempt to empirically test the impact of SECIL on Arabic speaking skills in an elementary school context. While digital media has been widely studied in the context of English or other foreign languages, empirical evidence regarding Arabic speaking skill enhancement through interactive storytelling applications remains scarce,

particularly at the primary school level. By employing a quasi-experimental design with experimental and control groups, this research investigates whether SECIL provides measurable improvement in students' speaking abilities compared to traditional teaching methods. Pre-test and post-test assessments, along with classroom observations and interviews, were used to generate comprehensive data to answer the research question.

The hypothesis guiding this study is that the integration of SECIL in Arabic learning significantly improves students' *maharah kalam* performance. More specifically, it is expected that students in the experimental group will demonstrate greater fluency, more accurate pronunciation, richer vocabulary use, and increased confidence in communication compared to those in the control group. The novelty of this research lies in its focus on madrasah ibtidaiyah students and its application of a digital Islamic storytelling tool in the Arabic language classroom. By situating the study within a broader framework of technology-enhanced learning, this paper contributes new insights into how digital educational media can be effectively integrated into Arabic pedagogy, thereby enriching the existing body of literature.

Furthermore, this study extends the conversation on digital learning in the context of Islamic education. While prior works have examined social media and vlogs as innovative learning tools, this research demonstrates how a culturally and religiously relevant application such as SECIL can both support language development and reinforce students' Islamic values. The study thus not only addresses a pedagogical problem but also highlights the importance of culturally responsive media in motivating learners.

In conclusion, this research is significant because it addresses a real and pressing issue in Arabic education at the primary level: the lack of effective and engaging methods for developing speaking competence. By investigating the impact of SECIL on *maharah kalam*, this study aims to fill an important gap in the literature and provide practical implications for teachers and curriculum designers. Ultimately, the findings are expected to show that technology-enhanced, interactive, and contextually relevant media can transform Arabic speaking instruction, making it more effective, enjoyable, and meaningful for young learners in the digital era.

RESEARCH METHOD

This study employed a quantitative research design using a quasi-experimental approach to investigate the effect of SECIL (Serial Cerita Islami Interaktif) media on the improvement of Arabic speaking skills (*maharah kalam*) among fifth-grade students of MIN 2 Tanah Datar. The quasi-experimental design was selected because it allows comparison between an experimental group receiving treatment and a control group receiving traditional instruction, while still accommodating the natural classroom setting without random assignment. This design makes it possible to assess the causal relationship between the use of SECIL and students' speaking performance. The population of this research consisted of all fifth-grade students of MIN 2 Tanah Datar in the academic year 2024/2025, totaling 31 students across two parallel classes. Given the relatively small population, the study employed total sampling, involving all students as participants. One class, consisting of 16 students, was designated as the experimental group and was taught using SECIL media, while the other class of 15 students served as the control group and was taught through conventional teaching methods. The sampling ensured that both groups were relatively homogeneous in their initial speaking abilities, as determined by diagnostic assessments prior to the intervention.

The primary instruments for data collection included pre-tests, post-tests, observation sheets, interviews, and documentation. The pre-test and post-test instruments were designed to measure students' speaking performance based on specific indicators of *maharah kalam*, including fluency, pronunciation accuracy, vocabulary usage, grammatical correctness, and coherence in expressing ideas. Observation sheets were used to record students' participation, motivation, and interaction during the learning process. Semi-structured interviews with teachers

and selected students provided qualitative insights to complement the quantitative findings, while documentation such as photographs and recordings served as supporting evidence. To ensure validity, the instruments were reviewed and validated by experts in Arabic language education. Reliability was established through pilot testing and consistency checks.

The experimental procedure was carried out over four sessions within two weeks in July 2025. The experimental group received instruction using the SECIL application, which presented Islamic animated stories with narration and interactive exercises. Students were encouraged to listen, retell, describe characters, and participate in dialogues based on the story content. Meanwhile, the control group received instruction through conventional methods such as teacher explanations, memorization, and textbook-based dialogues. Both groups were taught the same lesson themes to ensure comparability. Data analysis was conducted using statistical methods to determine the significance of differences between the experimental and control groups. Descriptive statistics were first used to present mean scores and standard deviations. Normality testing was performed using the Kolmogorov–Smirnov and Shapiro–Wilk tests, while homogeneity testing employed Levene's test to confirm equal variance across groups. The primary statistical test used was the independent sample t-test, applied to compare pre-test and post-test scores between the experimental and control groups. A significance level of $p < 0.05$ was adopted as the threshold for statistical decision-making. This analysis enabled the researcher to determine whether the use of SECIL had a significant effect on students' Arabic speaking performance.

Although this research design provides strong evidence of the impact of SECIL media, certain limitations should be acknowledged. The study was conducted within a relatively short time frame of four sessions, making it difficult to assess long-term effects on students' speaking development. Furthermore, the scope was limited to one school and one grade level, which may restrict the generalizability of the findings. Nevertheless, the combination of quantitative testing and qualitative observation offers robust data to evaluate the effectiveness of SECIL in enhancing *maharah kalam* at the elementary school level.

RESULTS AND DISCUSSION

The purpose of this study was to investigate the effect of SECIL (Serial Cerita Islami Interaktif) media on the improvement of Arabic speaking skills (*maharah kalam*) among fifth-grade students at MIN 2 Tanah Datar. The research employed a quasi-experimental design with one experimental group and one control group. Both groups were given a pre-test to assess their initial speaking ability, followed by four learning sessions using different methods (SECIL for the experimental group and traditional methods for the control group), and a post-test to measure progress.

The results indicate a clear improvement in students' speaking performance in the experimental group compared to the control group. In the pre-test, the experimental group achieved an average score of 59.6, while the control group achieved an average of 58.5. After the treatment, the experimental group's post-test average rose significantly to 86.3, while the control group reached only 68.7. The statistical analysis using the independent sample t-test confirmed that this difference was significant at $p < 0.001$, thereby supporting the hypothesis that the use of SECIL positively impacts students' *maharah kalam*. This finding demonstrates that SECIL media is not only engaging but also pedagogically effective in enhancing fluency, accuracy, vocabulary use, and confidence in speaking Arabic.

The importance of these findings lies in their alignment with and extension of previous research on technology-enhanced language learning. Studies by Fitriyah (2022) on Instagram, Wahyuni (2023) on vlog-based learning, and Mooduto & Kau (2021) on Arabic story texts have shown that innovative media can foster motivation and oral competence. However, those studies primarily focused on adolescents or university students. The present research contributes novelty

by demonstrating that interactive Islamic storytelling applications are equally effective for younger learners in madrasah ibtidaiyah. This confirms the argument of Harmer (2007) and Krashen (1985) that meaningful and contextual input, combined with opportunities for active participation, is essential for successful language acquisition.

One possible explanation for the superior performance of the experimental group is the interactive nature of SECIL. The combination of audio, visual, and narrative input likely reduced students' anxiety, increased their motivation, and provided contextualized language practice, enabling them to construct sentences more confidently. In contrast, the control group, which relied on rote memorization and teacher-centered approaches, lacked sufficient opportunities to practice spontaneous speaking. These results suggest that SECIL not only addresses linguistic competence but also lowers affective barriers, echoing Krashen's "Affective Filter Hypothesis."

The implications of this study are twofold. First, it provides evidence that digital storytelling applications can be successfully integrated into Arabic instruction at the elementary school level. This is particularly important in the digital era, where students are more accustomed to visual and interactive media than to static textbooks. Second, it offers practical guidance for Arabic teachers, showing that SECIL can be used as a complementary tool to foster a more communicative and engaging classroom environment. This innovation has the potential to reshape Arabic pedagogy in madrasah ibtidaiyah by making learning both effective and enjoyable.

Nonetheless, certain limitations should be acknowledged. The study was conducted over a short period of four sessions, which restricts the ability to evaluate long-term improvements in speaking competence. The sample was also limited to one school with a relatively small number of students, which may reduce the generalizability of the findings. Future research should consider expanding the scope to multiple schools, longer intervention periods, and the integration of SECIL with other communicative teaching strategies to better assess its sustainability and scalability.

In conclusion, the findings clearly show that the use of SECIL significantly enhances students' *maharah kalam*, supporting the hypothesis and confirming the value of interactive, technology-based media in language education. By demonstrating the effectiveness of SECIL at the elementary level, this study contributes to the growing body of literature on Arabic language pedagogy and highlights the importance of adopting innovative, contextually relevant teaching tools to meet the needs of 21st-century learners.

CONCLUSION

This study concludes that the use of SECIL (Serial Cerita Islami Interaktif) media has a significant and positive impact on improving students' Arabic speaking skills (*maharah kalam*) at the elementary level. The experimental group taught with SECIL showed higher gains in fluency, pronunciation accuracy, vocabulary use, and overall confidence in speaking compared to the control group that was taught using conventional methods. These findings highlight that interactive digital storytelling applications are effective in overcoming students' passivity, reducing their fear of making mistakes, and creating a more engaging and communicative classroom atmosphere.

The significance of this research lies in its contribution to Arabic language pedagogy in the context of madrasah ibtidaiyah. While previous studies demonstrated the effectiveness of social media and other digital tools in enhancing speaking skills among older learners, this study provides empirical evidence of how an application designed specifically for children can address similar challenges at the primary school level. The novelty of this work is its focus on integrating culturally and religiously relevant digital media to enrich Arabic teaching, thereby bridging the gap between technology-based learning and Islamic education.

Although the study was limited by its short implementation period and small sample size, its results remain important for teachers, curriculum developers, and educational institutions seeking innovative solutions to improve language instruction. Future research should expand to larger populations, longer interventions, and varied contexts to confirm the broader applicability of SECIL. Overall, this study affirms that technology-enhanced learning tools like SECIL can play a vital role in making Arabic speaking instruction more effective, enjoyable, and sustainable for young learners in the digital era.

REFERENCES

Alkampary, A. (2024). *استراتيجية تعلم اللغة العربية في مهارة الكلام باستخدام الاستفسار السردي*. *Query date:* 2025-04-12 02:26:18. http://etheses.uin-malang.ac.id/64414/

Amrullah, A., Bakheit, B., & ... (2023). Development Strategy of Speaking Skill for The Tsanawiyah Level/*استراتيجيات تنمية مهارة الكلام للمرحلة الثانوية*. *Ijaz Arabi Journal of ...*, *Query date:* 2025-04-12 02:26:18. https://ejournal.uin-malang.ac.id/index.php/ijazarabi/article/view/23220

Ansory, A. K., Satibi, S., & Isyanto, N. (2023). Efektivitas Media Audio Visual dalam Meningkatkan Mahaarah Kalam Bahasa Arab Kelas XI SMA al-Ashriyyah Nurul Iman Parung Bogor Tahun Ajaran 2021/2022. *JIM-PBA-STAINI*, *1*(1), 55–68.

Arum, M. P. (2022). *تطبيق طريقة المحادثة لترقية مهارة الكلام لطالبات السنة الثانية" أ" بكلية المعلمات الإسلاميّة بمعهد الإيمان الإسلامي للبنات*

Delilla, M. (2022). *Meningkatkan Kemampuan Kosakata Anak Usia 5-6 Tahun Melalui Aplikasi Game Edukasi Secil (Serial Belajar Sikecil) Di Tk Islam An-Nisa Muaro Jambi Ta 2022*.

Isro'iana, L. (2021). *تحليل الكتاب المدرسي الإلكتروني بطبع وزارة الشؤون الدينية للغة العربية للمدرسة المتوسطة الإسلامية للصف الثامن وفقا على المنهج الدراسي ٢٠١٣*

Jayang, I., Zuhdy, H., & Ramadhan, M. (2024). *استيعاب مهارة الكلام لدى الطالبات من خلال إدارة برامج اللغة العربية في المدرسة الخاصة بمعهد نور الحكيم للبنات*. *Shaut al Arabiyyah*, *Query date: 2025-04-12 02:26:18*. https://journal3.uin-alauddin.ac.id/index.php/Shautul-Arabiyah/article/view/50470

Mustofa, S. (2019). *تأثير استخدام وسيلة التعليم" لعبة دمية الأصابع" لترقية مهارة الكلام*. *Arabia, Query date:* 2025-04-12 02:26:18. https://journal.iainkudus.ac.id/index.php/Arabia/article/view/5895

Nizar, A. H. (2024). *فعالية تطبيق وسيلة سجيل على تعليم المفردات بمدرسة الحمراء المتوسطة مالانج*.

Nurpahmiati, N. (2024). *Pengaruh Aplikasi Secil Bahasa Arab Terhadap Peningkatan Pemerolehan Mufrodat siswa kelas 8 SMP IT Darul Muhsin Nahdatul Wathan Diniyah Islamiyah Tanjung* .... etheses.uinmataram.ac.id. https://etheses.uinmataram.ac.id/8204/

Nyanyang, N. (2019). *Penerapan metode shoutiyah dengan media audio visual dalam pembelajaran bahasa arab untuk meningkatkan kemampuan siswa dalam membaca nyaring.*

Rahma, Z. N. (2024). *Penggunaan media aplikasi serial belajar si kecil pada materi tentang macama-macam warna dan anggota keluarga untuk meningkatkan pemahaman kosakata bahasa Arab.*

Razida, M. (2023). استعمال الوسيلة التعليمية على أساس فيديو في تعليم اللغة العربية لطلبة المدرسة العالية للبنات بمعهد. repository.iainpare.ac.id. دار الدعوة والإرشاد فري فاري http://repository.iainpare.ac.id/id/eprint/5462/

Satriani, I., Zaki, A., & Ulum, B. (2024). برنامج تسميع المفردات لتنمية مهارة الكلام لدى طلاب الصف الأول المتوسط أ بمعهد سبيل المؤمنين تندم هيلير الثاني-سومطرة الشمالية. *Jurnal Pelita Nusantara*, *2*(1), 8–13.

Setiadi, F. M. (2015). تعليم مهارة الكلام لغير الناطقين بالعربية (نظريا وتطبيقيا. *Ihya al-Arabiyah*, *1*(2), 265504.

Wahyuni, S., & Mawardi, M. (2024). تطوير مهارة الكلام باستخدام الطريقة الانتقائية وتقنية سرد القصص المصورة: Developing Speaking Skills Using the Selective Method and Comic Storytelling Technique. *AL IBRAH: Journal of Arabic …*, *Query date: 2025-04-12 02:26:18*. http://ejournal.iainpalopo.ac.id/index.php/ibrah/article/view/5477

Widodo, A., Chebaiki, H., & Satria, A. (2021). تطبيق تعليم مهارة الكلام في المدرسة المتوسطة منبع الإحسان. *Kilmatuna: Journal Of Arabic Education*, *1*(1), 1–10.

Yulisetiani, S. (2022). *Merancang Bahan Ajar Digital Berwawasan Budaya Nusantara Untuk Pembelajaran Bahasa Indonesia Sekolah Dasar* (Vol. 1). Jejak Pustaka.